

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 Charter School Program High-Quality Replication		
Program authority:	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY APR 17 PM 12:30 PLACE DATE STAMP HERE </div>
Grant Period:	June 4, 2018 to July 31, 2020	<div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 17, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application , printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Houston Gateway Academy, Inc	101-828-001	Gessner Campus	
Vendor ID #	ESC Region #	DUNS #	
11311614343	4	121361336000	
Mailing address		City	State ZIP Code
7310 Bowie		HOUSTON	TX 77087
Primary Contact			
First name	M.I.	Last name	Title
Elizabeth		Garza	Program Director
Telephone #	Email address		FAX #
713-540-3629	emccarthy@hgaschools.org		
Secondary Contact			
First name	M.I.	Last name	Title
Richard		Garza	CEO
Telephone #	Email address		FAX #
832-649-2700	garzar@hgaschools.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Richard		Garza	CEO
Telephone #		Email address	FAX #
649-27-00		garzar@hgaschools.org	

Signature (blue ink preferred)

Date signed

04-10-2018

Only the legally responsible party may sign this application.

701-18-110-011

Schedule #1—General Information

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input checked="" type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND • A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND • Either of the following: <ul style="list-style-type: none"> ○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); OR ○ A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR ○ A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2.	Board of Trustees Approval	<ul style="list-style-type: none"> • A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> • The mission of the campus charter; • An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter; • A detailed description of the admission requirements for the campus charter; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

Part 2: Acceptance and Compliance**For TEA Use Only**

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By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act.

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	<ol style="list-style-type: none"> 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program. 10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ol style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a sub grant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p>

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Houston Gateway Academy, (HGA) is an open enrollment, exemplary, community based charter school. The first Houston Gateway Academy, Inc., campus was opened in 1999, with 100 students in grades K4-5th in enrollment. Today, Houston Gateway Academy has successfully replicated and expanded our high-quality charter school model to serve over 2,400 students and their families. We have three campuses, with plans to expand this year. We are adding two additional campuses, our Gessner and our Riverstone campus. In 2010, we started to serve scholars in Pre K 4 through the 12th grade. This coming school year, we will be serving over 4,000 students. All of our campuses are currently located on the south east side of Houston, Texas. The communities on the south east side of Houston are comprised of mostly low income families. The population of the community is 79.4 Hispanic, with a median household income of \$39,000 a year and an unemployment rate of 11.4 percent. Houston Gateway Academy's mission is to educate responsible citizen-scholars for success in the college of their choice and prepare them for a life of active citizenship. At the heart of our funding request is the belief that children and their families in economically and educationally underserved communities deserve access to high-performing, intellectually vibrant and emotionally supportive schools that equip students with the knowledge, confidence, and character to succeed in college and beyond. With the grant funding, HGA will expand its high-quality charter network to serve an additional 1,600 scholars in two much needed areas of Houston Texas.

HGA has consistently met, and exceeded, all state academic standards. In the past few years, HGA received a "met standard" designation from the Texas Education Agency, with a 5 out of 5 star distinction in all eligible categories in all three of our campuses. The district was recently ranked as a top 5 middle school in the city of Houston, by The Houston Chronicle. In addition, HGA has received the Texas Circle Award from the Comptroller of Texas, for each of the past five years. This recognition goes hand in hand with our awards from NCLR as the 2014, 2015 and 2016 Texas Affiliate of the Year.

HGA is more than just a choice school in our city. In 2008, we established a Community Service Center that offers constituents, mostly Latinos, quality services in ESL, GED, civic engagement, technology and finance. Many of the individuals served are monolingual and through our provided programs are capable of improving English skills so that they are able to better communicate within the community and beyond. Our featured ESL program, along with the other major programs and initiatives offered by HGA, is aligned through a solid partnership with NCLR, as well as local and state organizations, to provide the services necessary to strengthen our Latino communities. Each of our services offered are derived from growing needs within the community, and moving forward, we will continue to assess these needs and provide additional assistance and resources.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101828			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA					
Grant period: June 4, 2018 to July 31, 2020			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	<u>Planning Activity:</u> Direct Program Costs	<u>Implementation Activity:</u> Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$399,312	\$0	\$
Grand total of budgeted costs (add all entries in each column):			\$399,312	\$	\$399,312

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 101-828				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Student Desk /Chairs High school	616	\$111.00	\$68,376	\$	\$
20	Student Desk /Charis Elementary	754	\$109.00	\$82,186	\$	\$
21	Computer Lab	84	\$750.00	\$63,000	\$	\$
22	Multi Purpose Room FFE'S	88	\$462.00	\$40,656	\$	\$
23	Teacher Furniture Desk/Chair	57	\$2072.01	\$118,104	\$	\$
24	Printers	57	\$400.00	\$22,800	\$	\$
25	File Storage	5	\$838.01	\$4,190	\$	\$
26						
27						
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$399,312	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The leaders of Houston Gateway Academy held meetings with the parents and other stakeholders in the community and ultimately determined that opening the Riverstone Campus in the Southeast side of Houston would be in the best interest of the students and the community. An internal planning committee assessed the PEIMS data for area schools with respect to overall performance and ratings. They looked at the waiting list for our district, the number of school aged children in the area, local income reports and education and growth trends. The demand in the Houston area for school choice is one that cannot be ignored. Families are seeking proven high —quality charter schools like HGA to educate and mentor their children. Houston Gateway Academy currently serves a population that is made up of ninety three percent low income families that qualify for a free or reduced lunch.

Houston Gateway will prioritize the many needs of the school to prepare for our new campus opening. We will ensure that successful academic growth will be attained each and every year,. We will develop a high performing school staff and we will be sure to engage parents and the community every step of the way. We also promise the following;

1. We will staff the campus with high-performing and promising teachers, many of them coming from our co-teacher program. We will utilize teachers that have experienced the inner workings of our successful charter model. We will ensure that all of our teachers have professional and experienced support staffs.
2. We will direct and monitor all school activities, focusing on improving the academic performance of every student.
3. We will equip the school and classrooms with the technology and instructional materials that will best facilitate learning.
4. We shall provide school counselors and offer professional development to teachers in order to eliminate any emotional barriers to student learning.
5. We will commit to creating and sustaining a safe school environment for every student, faculty and staff member.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101828

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Maximize academic achievement for every scholar. Focus on providing challenging math, science and reading curriculum with an emphasis on project – based learning.	HGA will implement standard project-based learning, always highlighting the STEM areas. This approach leads to higher levels of student engagement and in turn, higher test results.
2.	Build parent involvement and public support.	HGA holds various parent events and has different communication avenues such as parent counseling night, open house and parent teacher conferences, all of which will be featured at our new campuses. In order to build public support and increase college and career readiness, the school will cultivate partnerships with area businesses, as well as educational and civic organizations.
3.	Hire high-performing and promising leaders, teachers, principals and assistant principals.	School leaders will use the activities and goals outlined in this application to make informed decisions when hiring teams of leaders and teachers for the campus. We will offer incentive pay for teachers with degrees in reading, math and science.
4.	Insure that the teachers are provided with the necessary training, tools and materials to successfully facilitate learning in the classroom.	HGA currently has a co-teacher program. We hire teachers at least a year in advance, allowing them to co-teach with our seasoned teachers. This is a way of introducing them to our proven successful charter model. We will continue that program. We will also equip the classrooms with the modern technology, books and all other materials needed to thrive.
5.	Insuring success from the 1st day leads to a successful school year, eliminating barriers for students.	We make sure that 100 percent of our teachers and teacher's aids attend a 10 day training session held in August, prior to the 1st day of school. The principals and counselors facilitate a training that provides the teachers and their aids with the resources to help eliminate the student's personal and social barriers to learning.

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Schedule #14—Management Plan

County-district number or vendor ID: 101828

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Bachelor's degree or higher from an accredited educational institution. Minimum of three years exemplary school administration experience as an administrative Assistant Principal or Principal.
2.	Project Director	Bachelor's degree or higher from an accredited educational institution. Minimum of three years' experience in a school environment. Thorough knowledge of local, state and federal requirements
3.	External Evaluator	To be vetted by HGA administrate team. Required to produce referrals or testimonials from prior clients, as well as research –based evidence that their subject-matter knowledge and approach is measurable and highly effective.
4.	Assistant Principal	Bachelor's degree or higher from an accredited college or university. Two years of exemplary teaching experience and a thorough knowledge of curriculum, district policies and procedures
5.	Grant Manager	A minimum of three years' experience in a school environment, thorough knowledge of local/state/ and federal requirement.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruit Staff	1. By June 2018, hire a Project Director	05/01/2018	06/30/2018
		2. By June of 2018, hire a Principal	05/01/2018	06/30/2018
		3. By June of 2018, hire an Assistant Principal	05/01/2018	06/30/2018
		4. By August of 2018, employ Administive staff	05/01/2018	08/30/2018
		5. By June of 2018, hire a Parent/Community Liaison	05/01/2018	06/30/2018
2.	Curriculum	1. By August 15, 2018, all teachers would have a full understanding of HGA's method of delivering the curriculum to the our scholars.	07/01/2018	08/30/2018
		2. By July 2018, purchase all curriculum materials	07/01/2018	07/31/2018
3.	Purchase supplies	1. By early August, purchase 100% student/staff desks	08/15/2018	08/15/2018
		2. By August of 2018, purchase I.T. Equipment	06/01/2018	08/15/2018
		3. By July of 2018, purchase 100% of classroom supplies.	06/01/2018	08/15/2018
4.	Professional Development	1. By early August 2018, all teachers and teacher's aides will attend a 10 day training.	08/01/2018	08/30/2018
		2. By September of 2018, all teachers will attend a training on analyzing student's data.	08/01/2018	08/31/2018
5.	Student Success	1. By May of 2019, 90% of all our scholars taking the STAAR will pass the Math.	05/30/2019	08/31/2020
		2. By May of 2019, 90% of all our sholars taking the STAAR will pass Reading.	05/30/219	08/31/2020

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Project Director is responsible for monitoring the attainment of goals and objectives for the High-Quality Replication Grant while operating within the oversight of our Chief Academic Officer. An implementation committee will be established and will consist of the Project Director, Federal Program Director, Grant Manager and Principals. This committee will meet quarterly to examine the effectiveness of project strategies and the attainment of goals and objectives. The Project Director will be responsible for working with the external evaluator and coordinating all activities of the grant objectives. Each quarter, the Project Director will meet with the external evaluator and examine the progress of the programs by utilizing the qualitative and quantitative data. Throughout the project, weekly meetings with the leadership team and the campus teachers will provide feedback on the implementation of the various activities, as needed. They will review and evaluate instructional needs, parent involvement activities and communication with students, parents and families as deemed appropriate. Currently at the campus level, the Chief Academic Officer, Principals and Assistant Principals will have ongoing meetings about the scholar's progress, including the special needs population. Assessment data results are used to fine tune the program after each benchmark. Intervention programs will be identified based on the need of the students. All data collected from these meetings will be condensed into a report that will be reviewed at our quarterly board meetings. Parents and other stakeholders are always invited and welcomed to these meetings. This process of obtaining feedback and striving toward continuous improvement has played a significant role in HGA's academic success.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy is fully committed to all stages of this project. We are as dedicated to the cost effective implementation of this project as we have been to every project we have undertaken in the past. Our experience will increase our effectiveness. All aspects of this project will involve the Superintendent and the Finance Team. All of our staff members are committed to sustaining financial responsibility for all grant activities, keeping accurate records and data and filing all reports as requested. We will also comply with each of the supplemental conditions of this grant program. We will coordinate the use of other federal, state, local and private resources appropriately. Our district office will share resources from other existing programs and assist the new campus in implementing the grant objectives in order to guarantee the success of this campus.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR	1.	By May of 2019, 90% of all eligible students will pass Math.
		2.	By May of 2019, 90% of all eligible students will pass Reading.
2.	Parent Involvement	1.	By October of 2018, we will have 60% participation in our parent surveys
		2.	By January 2019, we will have 60% participation in our parent sessions
		3.	By October of 2018, all home visit reports will be tracked and analyzed.
3.	Quality of Teachers	1.	By January of 2019, at least 2 teacher- classroom observations will be
			will be conducted. Observations will be used to improve the learning exp.
4.	Professional Development	1.	By the end of August, 2018, all teachers will have met with our principals to
			learn how to view student data results.
		2.	By August of 2018, all teachers and their aids will attend a 10 day training
			conference, introducing them to HGA's successful model
5.	External Evaluator	1.	Quarterly meetings will be held with the evaluator to assess all data
			data and make any changes deemed necessary to the program.
		2.	During the grant period, mandatory site visits.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation of this project will be done by an external evaluator. The Project Director will meet with this individual to help ensure the success of the project. This evaluation process is complementary but separate from the management plan to oversee the adapting of the grant. Formative evaluation has two components: implementation evaluation and progress evaluation. The purpose of the implementation evaluation is to assess whether the project is being conducted as planned. We will conduct surveys throughout the timeline of this grant. Our Leadership Team will make sure that the feedback utilized from these surveys is both informative and constructive. The surveys will solicit information throughout the design and production phases of this project. Weekly meetings will be held by our Leadership Team to ensure that any adjustments that are needed will be done in a timely manner. Anonymous surveys to ensure freedom of response will also be admitted to our staff, parents and students to gauge the quality and level of communication among all involved. The report conducted by the evaluator will include a section on the extent to which suggested modifications were implemented and how they may have resulted in significant improvements to the grant project. The evaluator will be required to perform site visits, review quantitative data and attend focus groups with the teachers, staff, students and parents. They will also be responsible for reviewing all grant-related expenditures. Quarterly reports throughout the grant period will be submitted to HGA's Leadership Team and will be based on all data gathered and reviewed. Any changes needed to the program will be made at the time of these reviews.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 1: Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy, Inc., the charter holder for Elite College Prep, Houston Gateway Academy Evergreen Campus and Houston Gateway Academy Bowie Campus, has demonstrated continuous success in administering and managing charter schools. The charter has directed successful schools since 1999, excelling in various academic endeavors. Serving students in grades Pre K through 12th, our HGA district has operated all campuses under the rating of "academically acceptable" for the past five years. We have observed 100 % of the campuses performing within our charter obtain the rating of "academically acceptable" as defined by §100.1001(26) of this title. The charter has also achieved the rating of "superior" since 2011 in the Financial Integrity Rating System of Texas (FIRST) for Charter Schools, as defined by §100.1001(27) of this title. All of our campuses have a charter school accreditation status of "accredited".

Our Leadership Team, along with the help of our Principals, Assistant Principals and the Project Manager, will prepare all student participants for their new school wide responsibilities in leadership and management. Aligned with Houston Gateway Academy's Leadership Competency Model, the overarching goals of the Leadership Team will be aimed at empowering participants to oversee and complete all of the grant activities. The Principals shall be responsible for properly accounting for all funds raised and all expenses incurred in the operation of our new High-Quality Campus. The Principals shall conform to the highest possible ethical standards and shall comply with generally accepted principles for government accounting. Such accounting shall be done in a manner that is easily reviewed by the board and lends itself to auditing. Financial statements shall be prepared for review at the board meetings held in August, November, February and May, and as necessary when significant financial changes are required. Financial statements shall be made readily available to all directors of the board for proper examination. All funds and accounts shall be audited annually after the close of each fiscal year, in accordance with state law. The board shall appoint an independent auditor licensed to practice in Texas and knowledgeable in government and non-profit accounting to conduct the audit. Our Project Manager will serve as the main contact for the district regarding all requirements and issues related to the program, including data collection and program implementation. The Project Manager is not only the key contact person for all programs but will also be the main school representative within the community. Houston Gateway Academy agrees to abide by any and all federal regulations applicable to all participating federal programs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 2: Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy is an open enrollment charter school that is operated by our district. Houston Gateway Academy has three campuses that are led by our Superintendent and governed by our Board of Trustees. Our Board of Trustees meets each quarter to receive updates on the financial and academic position of the school. Those meetings are made public and all are welcome to attend. We have an external auditor that conducts annual audits each year, staying in compliance with the TEA. Each campus is operated as an individual campus, with their very own Principal and Assistant Principal. We have an Academic Officer that oversees all of the academic operations of each of the campuses. We have committees that meet each month, and each quarter, to discuss parent and student concerns. TEA has the right to revoke or not renew the charter if the school is not performing academically or if the TEA has other justifiable reasons to revoke the charter.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy has a charter holder and all its Board Members certify that the charter is operated consistent with the definition of charter school in Section 4310.1) Authorized Public Chartering Agency -The term "authorized public chartering agency" means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school. (2) Charter School -The term "charter school" means a public school that (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph; (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction; (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency; (D) provides a program of elementary or secondary education, or both; (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (F) does not charge tuition; (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act; (H) is a school to which parents choose to send their children, and that—(i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or (ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i); (I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State; (J) meets all applicable Federal, State, and local health and safety requirements; (K) operates in accordance with State law; (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and (M) may serve students in early childhood education programs or postsecondary students. (3) Charter Management Organization -The term "charter management organization" means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight. (4) Charter School Support organization -The term "charter school support organization" means a nonprofit, nongovernmental entity that is not an authorized public chartering agency and provides, on a statewide basis- (A) assistance to developers during the planning, program design, and initial implementation of a charter school; and (B) technical assistance to operating charter schools. (5) Developer -The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out. (6) Eligible Applicant -The term "eligible applicant" means a developer that has (A) applied to an authorized public chartering authority to operate a charter school; and (B) provided adequate and timely notice to that authority. (7) Expand -The term "expand", when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school. (8) High-Quality School -The term "high-quality charter school" means a charter school that -(A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State; (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. (9) Replicate -The term "replicate", when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strong leadership is vital to the operation and survival of a partnership. The impact of strong leadership is made evident through the dedication of the staff, who believes in our school's mission. The success that our district has maintained in operating our three other campuses has allowed us to establish and develop a strong partnership with local community organizations and corporate leaders. The continued progress of our school relies partially on the additional funding and resources made available through these partnerships. Our district's involvement with educational organizations such as Region 4, the National Association of Charter Schools, the UnidosUS, and the TEA offer us the tools and support needed to continue to provide a high quality education while helping to sustain a strong relationship with our community and corporate partners. Parent involvement plays a vital role in the success of our scholars. Feedback and participation is critical. HGA holds 10 parent meetings each year. These sessions encourage parents to attend the meetings, to hear discussions on different topics and then to provide feedback. We also invite all parents to attend our quarterly Board of Directors meetings. Parent survey participation is strongly promoted and highly encouraged.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 5: Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy will be serving enrolled scholars from Pre-K 4 through the 12th grade. Our belief is that families in economically and educationally underserved communities deserve access to high-performing, intellectually vibrant and emotionally supportive schools that equip students with the knowledge, confidence and character to succeed in college and beyond. The funds from this grant will allow HGA to cater to such families and their children and to expand its high standard charter network to serve an additional 1,600 scholars in much needed areas of Houston, Texas.

The Project Director will be responsible for managing all grant activities and expenditures to make sure that the funds are appropriated in the most efficient manner. HGA will use the High – Quality Grant in conjunction with other federal title grants such as NCLB and IDEA (B) Special Education Grant. The following are some of the actions that we will perform in order to meet the grant requirements:

1. Recruit highly qualified teachers. We will be selecting from our current co-teacher program and also recruiting from other outside resources.
2. Procure additional administrative personnel, including qualified school administrators, who will oversee the vital initial startup activities.
3. Purchase the academic instructional supplies that will be essential in guaranteeing that our current methods of delivering instruction to our scholars is not hampered or delayed.
4. Purchase all classroom materials and desks that will be needed for the teachers and students, prior to the first day of school.
5. Our professional development schedule will be reviewed and then immediately implemented. All teachers will go through an extensive training process to make sure that they understand and can adhere to the HGA educational model.
- 6..Enlist the support of the community and its leaders, ensuring the success of the campus beyond the allocating of the grant funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 6: Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy has established a Family & Community Committee. The outreach team holds meetings and conversations with many community leaders to inform them of HGA's successful educational model and its plans for expansion. They are soliciting as much feedback as possible. The team networks with staff members at day cares, libraries and community centers and also meets with various religious organizations to facilitate and provide information about HGA. Our direct method of outreach includes distributing press releases to local media outlets, posting web and social media announcements and circulating online feedback surveys.

In existing schools, HGA has a Family Liaison, who along with the school directors has a primary responsibility for communicating and engaging family members. All of the family members are asked but not required to sign a voluntary learning contract that underscores their commitment to supporting school rules, values, and procedures. HGA communicates with families on a regular basis through calls, texts, letters and emails to build and maintain strong relationships. We also hold parent meetings. Those meetings are held bi-weekly. The meetings allow parents to come together as a group to discuss topics of concerns involving parent –student relationships. We have experts in different fields available to share their views on ways to best handle parent –student situations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 7: Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston Gateway Academy has two buses that belong to the district and we are requesting an additional bus through this grant. We have certified bus drivers on staff that provides our scholars with safe routes to and from each destination. They are kept abreast with all state/federal laws. We also provide transportation to and from field trips and other sport related events. Because of the limited amount of buses, the service is based on a first come basic. Most of the students that will attend the Gessner campus live within walking distance or the parents drop them off.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

Statutory Requirement 8: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NO waivers are requested by HGA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-828

Amendment # (for amendments only):

TEA Program Requirement 1: Population to be Served in 2018–2019. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus	120	60	60	60	60	60	60								480
State-Authorized Charter School Campus Applying for HQ Campus Designation															
TOTAL:	120	60	60	60	60	60	60								480
Total Staff															37
Total Parents															900
Total Families															865

TEA Program Requirement 2: Population to be Served in 2019–2020. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Nm District- Authorized Charter School Campus	120	60	60	60	60	60	60	60							540
State-Authorized Charter School Campus Applying for HQ Campus Designation															
TOTAL:	120	60	60	60	60	60	60	60							540
Total Staff															49
Total Parents															1080
Total Families															1055

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-828-000

Amendment # (for amendments only):

TEA Program Requirement 3: Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	Houston ISD	Texas Connections Academy	101-912-100	7.3
2.	Houston ISD	Fondern Elementary	101-912-153	2.6
3.	Houston ISD	Montgomery Elementary	170-93-103	6.9
4.	Houston ISD	Victory Preparatory K-8th	101-912-489	4.2
5.				
6.				
7.				
8.				

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101828

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-828

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101828		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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